

EDUCATOR INSTRUCTIONS

In our Principles of Design guided path, students will be introduced to looking at art using slow-looking techniques to encourage deeper appreciation and richer conversations around art. Students use the elements of art and principles of design to consider artistic and material choices, as well as an artwork's overall impression.

This workbook is intended to help students prepare for their Glenstone visit or reflect on the experience afterwards. The packet includes a selection of three artworks that are featured on the visit and might be discussed by your guides.

Suggested Use

- Print the packet and share with your students. Students can work on this independently or in small groups.
- Page 1 will ask students to consider what they know about art and artmaking.
- Page 2 offers key vocabulary that will help them look at art and find meaning.
- Pages 3-4 are exercises to practice close-looking by asking students what they see in the artwork, what it makes them think about, and what questions or ideas it makes them wonder about.
- Page 5-6 offer students an opportunity to practice art criticism with Feldman's Model using four stages for making statements about a work of art.

REFLECTIONS ON ART MAKING

Name: _____

When you make an artwork, what kinds of colors, shapes, line, or textures do you like to use?

When you make an artwork, what do you hope someone will see?

How do you feel while you are making art? How do you feel afterwards? How do you feel when someone sees it?

How would you describe your artwork to a stranger?

ART VOCABULARY

During your visit, we will use the elements of design and the principles of art to talk about art.

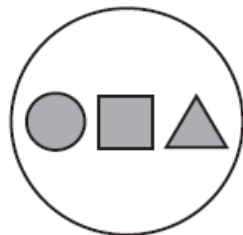
Elements of Art



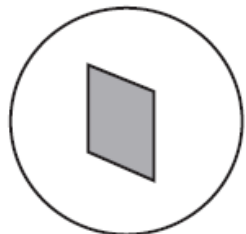
Point



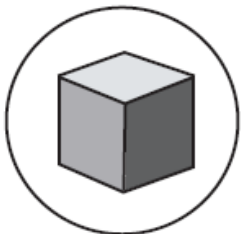
Line



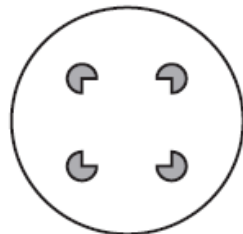
Shape



Plane



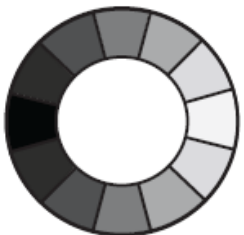
Form



Space



Texture

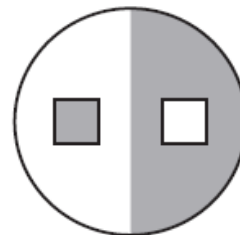


Value

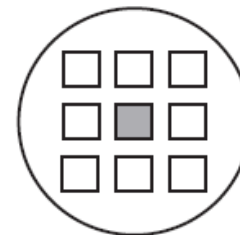


Color

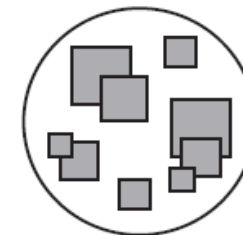
Principles of Design



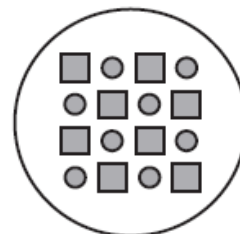
Balance



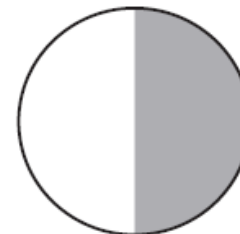
Emphasis



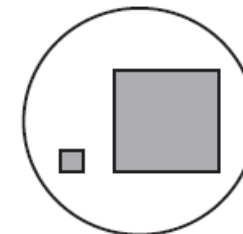
Movement



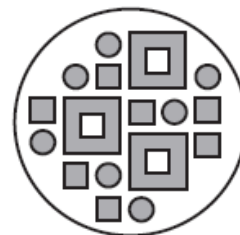
Pattern



Contrast



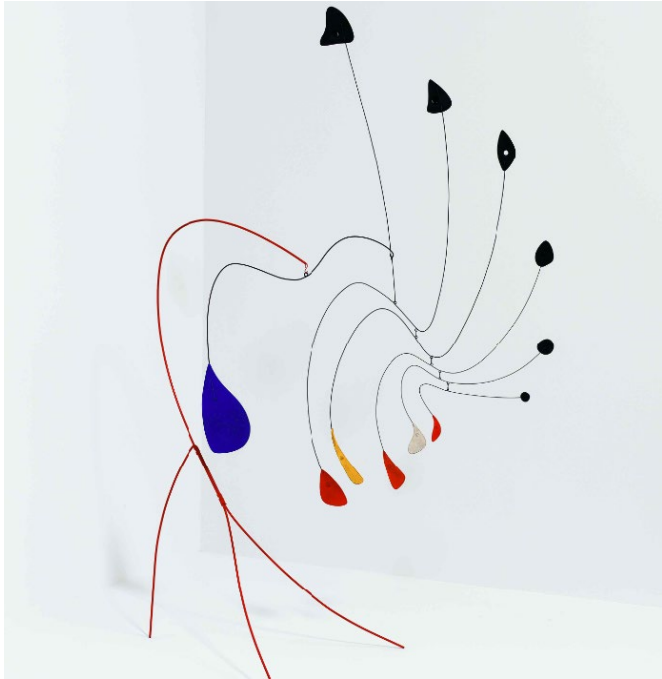
Proportion



Rhythm

CLOSE-LOOKING #1

Make 3 observations about the artwork below. What does it make you think about? What questions do you have?



Alexander Calder
La Demoiselle, 1939

© 2023 Calder Foundation, New York /
Artists Rights Society (ARS), New York

Photo: Tim Nighswander/Imaging4Art.com



I see...



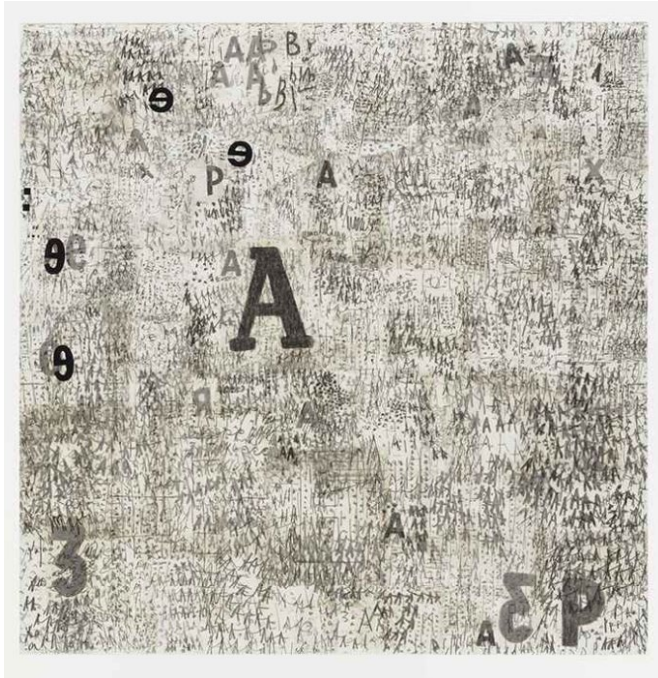
This makes me think...



I wonder...

CLOSE-LOOKING #2

Make 3 observations about the artwork below. What does it make you think about? What questions do you have?



Mira Schendel

Objeto gráfico (Graphic object), 1967-1968

© 2018 Estate of Mira Schendel, Courtesy of Hauser & Wirth

Photo: Ron Amstutz



I see...



This makes me think...



I wonder...

LET'S CRITIQUE

At Glenstone, you'll encounter this outdoor sculpture.



Alex Da Corte

As Long as the Sun Lasts, 2021

© Alex Da Corte

LET'S CRITIQUE

Critique our outdoor sculpture using Feldman's model of criticism.

DESCRIBE: Describe everything you see like colors, shapes, lines, textures, etc.

ANALYZE: What principles of design do you see? How do principles of design create meaning in the artwork?

INTERPRET: What do you think is the artist's intention based on the arrangement of elements?

CRITIQUE: Based on your observations, is this artwork successful?

REFLECT: If this was your artwork, what would you do differently?